

# Appendixes

## Appendix A. California State Board of Education Policy on School Safety, Discipline, and Attendance



### California State Board of Education Policy

SUBJECT

**School Safety, Discipline, and Attendance**

POLICY#

**01-02**

DATE

**March 2001**

#### REFERENCES

Integrated in text.

#### HISTORICAL NOTES

This policy supersedes a policy on the same subject originally adopted in October 1983 and revised in September 1993.

It is the policy of the State Board of Education (State Board) that all students enrolled in public schools in California have the right to safe schools.<sup>1</sup> The State Board believes that students cannot benefit fully from an educational program unless they attend school regularly in an environment that is free from physical and psychological harm. The State Board also believes that the leadership in providing safe schools, establishing behavior standards, and improving student attendance must come primarily from local education agency (LEA) boards, superintendents and their staff, and site-level administrators. The leadership must be continuous in order to support comprehensive efforts at each school site to assist students in becoming self-directed and responsible for their own behavior.

It is further the policy of the State Board (supported by reference in statute<sup>2</sup>) that the substantial benefit students will derive from regular attendance in a safe and orderly school environment justifies a high priority and commitment of personnel and fiscal resources by the Legislature, Governor, and California Department of Education, and by LEAs.

In accordance with California *Education Code* section 35294.1 et seq., the State Board recognizes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every public school and district in the state. Develop and integrate the plan into the school planning efforts that currently exist.

*Education Code* section 35294.6(a) requires that the plan be reviewed and updated annually by March 1. Also, *Education Code* section 35294.6(b) requires each school to report in July on the status of its school safety plan (including a description of the plan's key elements) in the annual school accountability report card prepared pursuant to *Education Code* sections 33126 et seq. and 35256 et seq. There should be a districtwide statement of philosophy, an enabling policy, and guidelines that serve as a foundation for safe school plans created by individual schools.<sup>3</sup> The statement should provide a clear sense of purpose and exemplify district support for the entire planning process. The State Board acknowledges that a student's academic achievement is a great deterrent to school violence; hence, a comprehensive plan should include a focus on high expectations of student

performance and behavior in all aspects of the school experience.

Effective safe school plans are developed cooperatively by parents (guardians), students, teachers, administrators, counselors, and community agencies, including local law enforcement, and approved by the local governing board. The State Board also strongly encourages all LEAs to establish working and collaborative relationships with law enforcement agencies, service agencies, parents (guardians), and community members in order to provide safe and orderly schools, improve attendance, and expand services to students and parents (guardians).

The State Board believes that in order for a comprehensive program for school safety to have long-lasting effects, it should include a planned sequence of strategies and activities appropriate for all students and should be based on specific needs identified by a broad-based safe school committee.<sup>4</sup> The program should have a major focus that is preventive in nature and supports the development of students' assets.<sup>5</sup> In addition, it should include provisions to deal with critical issues, such as truancy; racial conflict; bullying; gang activities on campus; violent behaviors; weapons possession on campus; drug, alcohol, and other substance abuse; and natural disasters. The plan should also incorporate after-school programs and extracurricular and co-curricular activities that meet individual student needs to belong and to be respected and appreciated. Finally, the plan should include procedures for accommodating children and youth with disabilities.

The State Board believes that comprehensive safe school plans and programs should focus attention on the strengths and experiences that students, teachers, administrators, and other school personnel bring to the school campus; the physical setting and conditions in which education takes place; the organizational and interpersonal processes that occur in and around school; and the general atmosphere or spirit of the school.

Comprehensive plans and programs will provide a positive learning environment through the implementation of:

- Appropriate rules, regulations, and discipline policies that are well publicized, consistently enforced, and nondiscriminatory, and that take into consideration the due process all students are entitled to receive
- Appropriate professional development that emphasizes the importance of treating students, parents (guardians), and coworkers respectfully
- A rigorous curriculum that establishes high expectations for achievement by all students in every subject area, academic and nonacademic
- Effective counseling and guidance services that include personal counseling, peer programs, educational counseling, career planning, and training in job-seeking skills and work-related social skills
- Supplemental and alternative instructional strategies and learning programs, including extracurricular and co-curricular activities, independent study, work experience, and alternative schools, all of which are designed to empower students to complete high school and to transition successfully to employment or postsecondary education
- Student handbooks that explain codes of conduct, including information on such topics as student rights and responsibilities, unacceptable behavior, and procedures for due process and appeals
- Plans for dealing with potential disruptive conflict situations, including procedures for referrals to law enforcement agencies for serious offenses
- Processes for continually examining the factors in school life that influence behavior and modifying those factors to bring about desired behavior
- Programs and strategies that develop a student's sense of family and school connectedness, self-esteem, personal and social responsibility, character, and ability to resolve conflict in a positive, constructive way

- Appropriate professional development activities that include safe school strategies, current laws affecting school safety, and crisis response
- Collaboration and cooperation among community agencies, law enforcement agencies, neighborhoods, parents (guardians), and schools that lead to increased school safety
- A system of referrals to appropriate agencies for services that students need and that schools are unable to provide

Local plans for safe schools should be based on and/or include the following elements:

1. Collaborative relationships among community agencies, parents (guardians), local law enforcement agencies, and the school that lead to a common vision of a safe school and commitment to programmatic goals developed by a broadly based safe schools committee
2. A districtwide statement of philosophy, an enabling policy, and guidelines that serve as a foundation for safe school plans created by individual schools; provide a clear sense of purpose; and exemplify district support for the entire planning process
3. An assessment of the incidence of campus violence and vandalism, student behavior referrals resulting in suspensions or expulsions, student behaviors resulting in automatic expulsion, and students' attendance patterns, including actual attendance, number of excused and unexcused absences, and reasons for nonattendance and tardiness
4. Identification of appropriate and comprehensive strategies and programs that will provide or maintain a high level of school safety
5. A discipline policy that clearly defines expected behavior, provides consequences for deviations from the expected behavior, and distinguishes discipline problems from law enforcement problems. A discipline policy should provide details on the following:
  - Rights and responsibilities of students;
  - Student code of conduct;
  - Description of specific disruptive behaviors that interfere with the classroom learning environment (such as antisocial behaviors, gang-related attire and conduct, tardiness, and excessive absences) and logical consequences for those disruptive behaviors;
  - Provisions for due process (e.g., appeals, hearings, and grievances); and
  - Processes for reviewing the individualized education programs of individuals with exceptional needs, as defined in Section 56026 of the *Education Code*, or other children with disabilities that have a Section 504 plan, before punitive action for socially inappropriate behavior is initiated.
6. Objectives and strategies to improve school safety, attendance, student behavior, and disciplinary practices, and thereby reduce campus violence and foster a positive learning environment
7. An evaluation of the effectiveness of the designated strategies in reaching the desired attendance, behavior, and school environment goals
8. A description of the roles and responsibilities of faculty and staff in developing cooperative working relationships with law enforcement agencies, service agencies, parents (guardians), and students to ensure the implementation and continuing progress of the comprehensive plan
9. A description of the identified fiscal and personnel resources for the plan's implementation
10. Strategies for recognizing situations that may potentially result in conflict (or otherwise be disruptive of education) and implementing appropriate interventions

## Notes

<sup>1</sup> California Constitution, Article 1, Section 28(c), "Right to Safe Schools."

<sup>2</sup> The Carl Washington School Safety and Violence Prevention Act, *Education Code* Section 32228 et seq.

<sup>3</sup> *Safe Schools: A Planning Guide for Action*. Sacramento: California Department of Education, 1995.

<sup>4</sup> Pursuant to *Education Code* sections 35294.1 and 35294.2, the school site council is responsible for developing the school site safety plan or for delegat-

ing the responsibility to a school safety planning committee. The site council shall consult with law enforcement in the writing and development of the plan, as well as consult, cooperate, and coordinate with other school site councils and safety committees, where practical.

<sup>5</sup> Michael Resnic and Richard Udry. "Protecting Adolescents from Harm: Findings from the National Longitudinal Study on Adolescent Health," *JAMA* 278 (10) (September 10, 1997).

## Appendix B. School Board Policies

The California School Boards Association (CSBA) maintains a database of sample policies for local school board members. School planning teams should ask their school board representatives for samples when they are revising any school policies to comply with the requirements of *Education Code* Section 35294 (SB 187):

1. Child abuse reporting (*Education Code* Section 35294.2[a][2][A]; *Penal Code* sections 11165.7[a]; 11165.14; 11166)
2. Disaster response procedures (*Education Code* sections 35294.2[a][2][B]; 35295–35297; *Government Code* sections 8607 and 3100)
3. Suspension and expulsion policies (*Education Code* sections 35294.2[a][2][C], 48900–48926)
4. Procedures for notifying teachers about dangerous pupils (*Education Code* sections 35294.2[a][2][D]; 49079)
5. Sexual harassment policy (*Education Code* sections 35294.2[a][2][E]; 212.5; 48900.2)
6. Schoolwide dress codes prohibiting gang-related apparel (*Education Code* sections 35294.2[a][2][F]; 35183[a][2]; 48950)

7. Procedures for safe ingress to and egress from school (*Education Code* Section 35294.2[a][2][G])
8. Procedures to ensure a safe and orderly environment (*Education Code* Section 35294.2[a][2][H])
9. Rules and procedures on school discipline (*Education Code* sections 35294.2[a][2][I]; 35291; 35291.5)

CSBA has many other policies school districts can consider, including:

- Referrals to the office
- Alternative placements for students
- Walk-on coaches and other volunteers
- Hazing/bullying

*Protecting Our Children: Governing Board Strategies to Promote School Safety* is a CSBA resource available for \$14.95 plus tax from California School Boards Association, 3100 Beacon Blvd., West Sacramento, CA 95691.

## Appendix C. Requirements in Existing State and Federal Programs and *Safe Schools: A Planning Guide for Action*

Program	Comprehensive School Safety Plans, EC Section 35294 (SB 187)	Safe Schools: A Planning Guide for Action	IASA, Title I	Title IV (IASA): Safe and Drug-Free Schools and Communities	IASA, Title VI	Healthy Start Initiative and IASA, Title XI (Coordinated Services)
<b>Purpose</b>	Requires comprehensive school safety plans that “shall unite all existing statutes that relate to school safety . . . ”	Provides a process for developing a comprehensive school safety plan.	Helps children in high-poverty schools meet challenging academic content and performance standards.	Initiates and maintains comprehensive alcohol-, drug-, tobacco-, and violence-prevention programs in schools and their communities.	Title VI is designed to be a source of innovation for providing supplemental programs and services to students . . . to improve student achievement or improve the quality of education.	Restructures service systems linked to schools to provide comprehensive and integrated community supports and services for children and families.
<b>Related Codes</b>	EC 35294; Article 1, Section 28 of the California Constitution ( . . . “inalienable right to attend campuses that are safe, secure . . . ”)	EC 35294.2 (b) “It is the intent of the legislature that schools use the handbook . . . in conjunction with developing their plan for school safety.” (See Appendix H for other related codes.)	Title I, Part A, and Title XI of the Elementary and Secondary Education Act			Title XI, Improving America’s Schools Act of 1994, SB 997 (countywide interagency planning councils for child, youth, and family services); health frameworks.
<b>Potential Funding Sources</b>	State-mandated costs; grant programs (those that meet the intent of EC 35294 are listed in the Healthy Start Resources Chart (at end of RFA—< <a href="http://www.cde.ca.gov/healthystart/hsrfa.htm">http://www.cde.ca.gov/healthystart/hsrfa.htm</a> >).	Safe school plan implementation grants; (EC 32262; EC 35294.13). Beginning with the 2000-2001 fiscal year, the budget act included funds for safe school planning for new schools.	Statewide funding is available for low-income schools.	Federal fund entitlements are based on per-pupil average daily attendance.	Title VI funds may be used to support any of the eight program assistance areas, including safe and drug-free school programs.	Money is available for planning and for operational grants. IASA coordinated services provides funds for other IASA titles.

## Appendix C (Continued)

Program	Comprehensive School Safety Plans, EC Section 35294 (SB 187)		Safe Schools: A Planning Guide for Action		IASA, Title I		Title IV (IASA): Safe and Drug-Free Schools and Communities		IASA, Title VI		Healthy Start Initiative and IASA, Title XI (Coordinated Services)	
	Committee Composition											
Planning Components Assess	The committee consists of a principal, teacher's representative, parent, classified employee, and law enforcement representative. EC 35291.1(b)(2&3); EC 62002 (SIP)	Administrators, teachers, counselors, school nurses, security personnel, classified staff, students, parents, representatives from the media, law enforcement and juvenile justice agencies, fire departments, and health care programs (see Chapter 4 and Work Sheet 1-1).	Schoolwide programs require a site leadership team to oversee the comprehensive needs assessment, subsequent plan development, and implementation. Targeted assistance schools are required to ensure parent involvement in all phases of planning and in implementation of Title I.	“Develop the program in consultation with a local regional advisory council that includes representatives of local government, business, parents, students, teachers, agencies, medical professionals, law enforcement, and community-based organizations. . . .”	Requires systematic consultation with parents, teachers, and administrative personnel, and other groups involved in implementation of Title VI.	The leadership and governance of local Healthy Start initiatives are provided by a collaborative composed of families, students, community members, service providers, and school	The Healthy Kids surveys provide schools with information about the health and behavioral risks faced by their students. < <a href="http://www.wested.org/hks">www.wested.org/hks</a> >.	Although formal needs assessment is not required, public school officials must consult with parents, administrators, and other appropriate groups.	Public school officials are required to consult with parents, administrators, and other appropriate groups before making decisions on the use of Title VI funds. This consultation must cover the allocation of funds and include the design, planning, and implementation of programs supported by Title VI.	Provide for children's developmental needs, such as for stability, care, quality instruction, a positive social network, challenging experiences, and opportunities for participation. In addition, children need families, schools, and communities that are safe and nurturing.		
	I. Assess current school safety statistics: crime committed on school campuses and at school-related functions. EC 35294.2(a)(1)	Gather and analyze data (Step 3, p. 64; Work Sheets 3-1, 2, and 3); survey student and teacher attitudes about school safety by using work sheets and questionnaires in Appendix G.	IASA, Title I, emphasizes planning as an ongoing process based on the needs of the students.	Assess local needs related to health, safety, and alcohol, drug, and tobacco use.								
Coordinate	II. Identify appropriate strategies and programs. EC 35294.2(a)(2)	Review the two school safety planning components and adapt them to the local plan: Chapter 2 describes program effectiveness; chapters 5 and 6 describe the two safe school components; Chapter 4 describes the 7-step planning process; and Work Sheets 5-1 through 5-10 assist in identifying strategies.	Title I requires strong collaboration among schools, parents, and the community. School-level decisions are made that emphasize needs assessment, partnerships, and continuous program improvement.	“Design a program that is comprehensive and responsive to local needs and assets . . . Ensure that strategies are developmentally appropriate; affect behavior; and promote youth development in caring environments.”								



## Appendix C (Continued)

Program	Comprehensive School Safety Plans, EC Section 35294 (SB 187)	Safe Schools: A Planning Guide for Action	IASA, Title I	Title IV (IASA): Safe and Drug-Free Schools and Communities	IASA, Title VI	Healthy Start Initiative and IASA, Title XI (Coordinated Services)
Comply	<p>III. Include school's procedures for complying with existing laws related to school safety. EC 212.6(b)</p> <p><b>Include the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Child abuse reporting.</b> EC 35294.2(a)(2)(A); PC 11165.7(a); 11165.14; 11166</li> <li>• Procedures for disasters and emergencies. EC 35294.2(a)(2)(B); 35295–35297; <i>Government Code</i> 8607 and 3100</li> <li>• Serious offenses that result in suspension, expulsion. EC 35294.2(a)(2)(C) and 48900–48926</li> </ul>	<p>Gather and analyze information. Study appendices: Appendix D: "Mandatory Cross-Reporting"; inter-agency information exchange forms. Appendix F: Suspensions expulsions.</p>	<p>Title I provides funds for services to families in areas with a high concentration of poverty. In some cases, schools may provide health and social services.</p>	<p>"Match goals and objectives to an overall prevention plan."</p>	<p>Similar to funds for other consolidated categorical aid programs, at least 85% of Title VI funds must be spent for direct services to students. Examples of potential use of funds include purchasing materials housed in a library / media center, tutoring, mentoring programs, community outreach programs, etc.</p>	<p>"Students and staff feel supported and are free to learn and teach without the threat of emotional or physical harm."</p>
		<p>Study "Strategies and Actions for Component 1" (pp. 80–98).</p> <p>Review Component 2, pp. 99–113.</p>				
		<p>Review Chapter 5, "Component 1—"The School Climate," pp. 80–98; in Chapter 4, "Step 3, Gather and Analyze Data About Your School and Its Community," pp. 64–68; Appendix D, "Interagency Information Sharing," pp. 127–130; Appendix F, "Suspension, Expulsion, and Involuntary Transfer," pp. 141–142.</p>		<p>Share data on at-risk students so they can receive special services, such as mentoring, comprehensive health education, training in conflict resolution and mediation, service learning, prevention of hate-motivated violence, and coordinated family services.</p>		

## Appendix C (Continued)

Program	Comprehensive School Safety Plans, EC Section 35294 (SB 187)	Safe Schools: A Planning Guide for Action	IASA, Title I	Title IV (IASA): Safe and Drug-Free Schools and Communities	IASA, Title VI	Healthy Start Initiative and IASA, Title XI (Coordinated Services)
Comply (Continued)	<ul style="list-style-type: none"> <li>• Notification to teachers of dangerous pupils. EC 35294.2(a)(2)(D) and 49079</li> </ul>	Review in Appendix D: "Mandatory Cross-Reporting."		Provide information to the safe school committee.		
	<ul style="list-style-type: none"> <li>• Sexual harassment policy. EC 35294.2(a)(2)(E) and 212.5</li> </ul>					
	<ul style="list-style-type: none"> <li>• Any dress code that prohibits students from wearing "gang-related apparel." EC 35294.2(a)(2)(F) and 35183(a)(2) (Gang-related apparel is not protected speech under 48950.)</li> </ul>	Review Component 1, pp. 80–98.		Help students enrolled in program to understand and respect school policies.		
	<ul style="list-style-type: none"> <li>• Safety to and from school: provisions for safe ingress and egress of students, parents, and employees to and from school. EC 35294.2(a)(2)(G)</li> </ul>	Review Appendix E, p. 140, "Outsiders and other Interference."				
	<ul style="list-style-type: none"> <li>• Provisions for a safe and orderly school environment. EC 35294.2(a)(2)H</li> </ul>	Review chapters 1, 2, and 6.		"Coordinate the district's efforts with communitywide efforts to achieve drug- and violence-prevention goals."		Students and staff feel supported and are free to learn and teach without the threat of emotional or physical harm.
	<ul style="list-style-type: none"> <li>• Rules and procedures on school discipline. EC 35294.2(a)(2)(I), 35291; 35291.5</li> </ul>	Review Component 1, Chapter 5. Refer to "Mandatory Cross-Reporting," p. 127.		Use mentoring, conflict resolution, and other targeted programs to improve student discipline.		

## Appendix C (Continued)

<i>Program</i>	<i>Comprehensive School Safety Plans, EC Section 35294 (SB 187)</i>	<i>Safe Schools: A Planning Guide for Action</i>	<i>IASA, Title I</i>	<i>Title IV (IASA): Safe and Drug-Free Schools and Communities</i>	<i>IASA, Title VI</i>	<i>Healthy Start Initiative and IASA, Title XI (Coordinated Services)</i>
<b>Public Meeting</b>	Hold a public meeting to allow members of the public to express opinions about the school's safety plan. <i>EC 35294.8(b)</i>	See Work Sheet 6-1.	Title I operates in a community context and requires strong parental involvement (e.g., an annual Title I informational meeting with parents) and school-parent compacts that include shared responsibility for improved achievement and use of extracurricular time.			"Parents are included as partners in the education of their children and the school assesses the health of children and families by working collaboratively with agencies, community groups, and businesses."
<b>Evaluate</b>	Amend or evaluate plan once a year. <i>EC 35294.2(f)</i>	See Chapter 4, p. 74, and Work Sheet 7-1.	Each Title I school is required to review its program based on the needs assessment with parent and community participation and must demonstrate yearly progress toward attaining performance standards.	"Evaluate and revise the program until it demonstrates that it is getting results."	Schools are required to provide CDE with descriptive data reporting the funds allocated to each of the funded areas and the number of participants and staff involved.	
<b>Public Access to Plans</b>	Keep updated file of all safety-related plans readily available for inspection by the public. <i>EC 35294.2(e)</i>	See Work Sheet 6-1.		"All reporting should be coordinated among the district, county office of education, and California Department of Education."		

## Appendix D. Interagency Information Sharing

### Mandatory Cross-Reporting

Communities and schools need clear and specific policies and procedures to deal with serious offenses and criminal infractions when they occur on school campuses. Interagency agreements between law enforcement and schools serve to identify those circumstances that require legal intervention and describe procedures so that everyone knows what to expect.

#### Criminal Behavior—When to Call Law Enforcement Officials

School staff should meet with law enforcement officials to discuss crimes that typically occur on or near campus. This group should work out an agreement on the kinds of crime that should be reported to law enforcement agencies. Felonies should always be reported. For example:

1. Possession of knives, guns, and other dangerous weapons at school is not only an offense that can result in expulsion or suspension from school but also a criminal offense (*EC* 48915[a], 48915.1, 48902, 49330–49333; 5 CCR 3052; and *PC* 626.9–626.10, 12020, 12025, 12031, 653[k]).
2. An assault against any person by a pupil using a deadly weapon or force likely to produce great bodily injury, resulting in the suspension or expulsion of the pupil committing the assault shall be reported to law enforcement authorities by the school principal (*EC* 48902).
3. Assaults and batteries committed on school property against any person carry heavier penalties than if those crimes had occurred elsewhere (*PC* 241.2, 243.2, 243.3, 243.5). In addition, assaults on school employees by pupils must be reported to law enforcement authorities (*EC* 44014, 48902). An employee

who is attacked, assaulted, or threatened by a pupil has a duty to report the incident to law enforcement officials. The employee's supervisor has the same responsibility. Both may be fined up to \$200 if they fail to report the occurrence (*EC* 44014).

4. Any use, possession, furnishing, or sale of drugs or alcohol at school should be handled with disciplinary sanctions as well as reported to law enforcement authorities. Schools with serious drug trafficking on campus should not hesitate to work closely with law enforcement officials to apprehend the offenders (*EC* 48902).
5. *Education Code* Section 48902 states that schools shall, prior to the suspension or expulsion of any pupil, report to law enforcement authorities any violations of *Penal Code* Section 245 (assault with a deadly weapon) and any acts of students that involve the possession or sales of narcotics or possession of other weapons; and schools shall notify law enforcement authorities, within one school day after the suspension or expulsion of any pupil, of an act that may violate *Education Code* Section 48900(c) or (d).

Schools should report to law enforcement authorities those pupils who repeatedly commit misdemeanors. This action allows the juvenile justice system to deal with offenders early in their criminal careers while effective rehabilitation is still possible. Typically, a first-time offender's case will be handled through a diversion program. Only more serious cases and chronic offenders are sent to a juvenile court judge.

When crimes are reported to police, a record of the offense is accessible to the juvenile justice system. A student who is committing crimes at school is highly likely to be committing similar offenses elsewhere in the community as well.

When all crimes are reported, officials gain a more complete picture of the scope of criminal activity. School staff do no favors to youthful offenders or to the community by ignoring criminal behavior at school or by treating it as only a disciplinary matter.

The best way to deal with serious habitual offenders—juvenile career criminals—is through strong cooperation among school, law enforcement, prosecution, and probation agencies. Together these agencies identify, monitor, prosecute, and jointly supervise those minors at school and in the community (*Welfare and Institutions Code* sections 500–506).

In addition, all school staff should know the law regarding searches of students. Designated staff should be trained to conduct legal searches, when necessary, of students, lockers, students' vehicles, and other areas.

Full cooperation between schools and the juvenile justice system results in safer campuses once violators realize that schools will not tolerate criminal activity.

### **Court Notification to Schools**

In 1984, the Legislature provided for mandatory notification of the misconduct of minors to the appropriate school district superintendents. *Welfare and Institutions Code* Section 827(b) requires the court to notify the district superintendent, in writing, within seven days when a minor enrolled in a district school (grades one through twelve) is adjudged guilty of involvement with narcotics or a controlled substance or has committed a serious act (as defined in *W&IC* 707[b]). Section 827(b) further states that the superintendent shall expeditiously transmit this information to the teacher and others who have supervisory or disciplinary responsibility for the minor. The information received is confidential and is not to be disseminated further. The information is vital for proper supervision.

### **Communication Between Probation Officers, Courts, and Schools**

Recent legislation continues to increase schools' knowledge of a student's problems and legal responsibilities. For example, *Education Code*

Section 48267 requires the juvenile court to inform the school district superintendent when a student has been placed on probation with conditions of school attendance. The code also requires the school to inform the juvenile court and the student's probation officer of any truancy within ten days of the occurrence. It is important for a school district to inform the court that the minor may be in the community unsupervised and in violation of the terms of probation. A school district that develops a form in which notice is provided to the court may be considered in compliance with the law.

### **Notification of Expulsion and Suspension**

*Education Code* Section 48918(j) requires the school district to record the expulsion order of a student and the reasons for the expulsion in the student's record. The district must, on request, forward that record to any school in which the student subsequently enrolls. A student expelled from school for any of the offenses listed in Subdivision (a) of Section 48915 shall not be permitted to enroll in any other school or school district during the period of the expulsion unless the school is a county community school or a juvenile court school (*EC* 48915.2, 48915.7). If a pupil who has been expelled for an act other than the acts described in *Education Code* Section 48915(a) has moved to another school district, the law requires that the new school district be notified of the expulsion or any pending expulsion, and the new school district is required to hold a hearing to determine whether the pupil is a threat to students or staff (*EC* 48915.1). Thus, a school district has the opportunity to become aware of a student who may have a tendency toward violent behavior or who is involved with drugs. This information allows a school district to be more effective in placing a student in an appropriate educational program, provide for adequate supervision, and ensure the safety of all other students on campus.

*Education Code* Section 49079 states that a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have

engaged in, any of the acts described in any of the subdivisions, except Subdivision (h) of Section 48900. The district shall provide the teacher with the information from any records that the district maintains in its ordinary course of business or that it receives from a law enforcement agency regarding a pupil described in Section 49079. This information must be based on written records that the school district maintains or receives from a law enforcement agency. Beginning with the 1992-93 school year, the information must include any records received from law enforcement agencies during the previous three years, and in every subsequent year the information will be for the most recent three-year period.

The *Education Code* requires a school principal or the principal's designee to notify law enforcement officials when particular acts occur on school campuses. The acts that must be reported are assault with a deadly weapon (which also leads to the suspension or expulsion of the student), weapons possession (as defined in *Penal Code* sections 626.9, 626.10), and possession or sale of a controlled substance on campus. In addition, any school employee who is assaulted by a student on school grounds is required to report the incident to law enforcement authorities. The employee's supervisor also is required to report to the appropriate authorities if she or he is aware of the incident (*EC* 44014). The purpose of making these reports is to allow the courts, probation departments, law enforcement agencies, and schools to work together in preparing and providing appropriate services for students who have the potential to disrupt a safe school environment. A streamlined information system avoids cumbersome procedures and facilitates the easy transfer of data.

Section 431 of the *California Code of Regulations (CCR)*, Title 5, requires the governing board to designate a certificated employee as custodian of records. This employee has districtwide responsibility for overseeing compliance with required record sharing. The school district custodian of records should verify for the school whether the school's teachers and other identified recipients are being properly informed.

## Notification of Disciplinary Policies and Procedures

In 1986 the Legislature added to the *Education Code* sections 35291 et seq., requiring schools to develop and adopt school-site rules and procedures on discipline. Public schools must review and adopt their rules and procedures every four years, beginning on or before December 1, 1987. Getting public involvement in the development of a school's rules and procedures is important and results in the public's support for a comprehensive and sound action plan. Schools must solicit the participation, views, and advice of a committee representing parents, school administrators, and school security personnel (if any); for middle schools and senior high schools, pupils enrolled in the school must also be included.

The code sections further emphasize the duty of all school employees to enforce the adopted rules and procedures. Students and parents must be notified of the rules and procedures, and a copy of the adopted rules and procedures must be filed with the superintendent of the school district. Disciplinary consequences must be enforced evenly and fairly and without bias toward any group on campus.

## Access to School Campuses

In 1984, the Legislature enacted a series of school safety bills, one of which amended the *Penal Code* sections related to the access to school premises (*PC* 627 et seq.). In enacting the bills, the Legislature acknowledged that many serious crimes of violence are committed on school grounds by persons who are neither students nor school employees and who are not authorized to be on the school grounds. Schools must now post signs at each entrance to the campus, stating the hours in which persons entering a school campus must register in the school's main office, where that office is located, directions to the office, and the registration requirement. Registration allows the principal to know the identities of outsiders on campus and the reason for their presence and gives the principal or the principal's designee the opportunity to refuse the outsider access to school

grounds. Such refusal must be based on the principal's (or the designee's) reasonable conclusion that the presence of the outsider would interfere with the peaceful conduct of school activities or would disrupt the school, the students, the teachers, or other employees.

## Interagency Information Exchange Forms

In California personal information about a student, such as by child protective services (CPS) records detailing a family history of child abuse, is protected from disclosure under constitutional and statutory provisions of state law (*PC* 1167.5). However, state law allows agencies such as education, law enforcement, and mental health to share information about a particular child (Integrated Children's Services Program [ICSP], *W&IC* 18986.40 and 1898.46). ICSP agreements can provide a school with otherwise unknown background information about a student.

The safe school committee will need to modify the sample forms noted below and included on the following pages for the school's own jurisdiction to obtain access to needed records. The forms provide a beginning for interagency work. Because the forms are samples, they should be

reviewed by your county council after the participating agencies agree to cooperate.

- Court Order Allowing Interagency Information Exchange is very broad and covers multiple access to the records of many agencies.
- Court Order Authorizing School–Probation Information Exchange deals with the records of only the two entities named.
- Superior Court—Miscellaneous Order sets a framework for the exchange of information.
- Interagency Request for Case Information can be used to manage the flow of records among all participating agencies.
- Request for Confidential Information is a form for requesting such information from the appropriate agency.
- Consent to Release Confidential Information is a form for obtaining the signed consent of the minor and parent to the receipt and exchange of records.
- Juvenile Traffic Court Orders is a form that requires the parent and the student to show proof of school attendance and progress to avoid further fines for infractions.
- Principal's Letter to Judge provides an example of how schools can build a positive working relationship with the juvenile court system.

**SAMPLE** TO BE PRINTED ON AGENCY LETTERHEAD OR WITH COMBINED NAMES/LOGOS OF ALL PARTICIPATING AGENCIES

## Court Order Allowing Interagency Information Exchange

State of \_\_\_\_\_, Superior Court  
County of \_\_\_\_\_, Juvenile Court

ORDER OF THE JUVENILE COURT AUTHORIZING RELEASE AND EXCHANGE OF INFORMATION AMONG SCHOOL DISTRICTS, LAW ENFORCEMENT AGENCIES, PROSECUTORS, COUNTY COUNSELS, CHILD PROTECTIVE SERVICES, AND PROBATION DEPARTMENTS OF \_\_\_\_\_ COUNTY.

Pursuant to the authority vested in the court by sections 827 and 828 of the *Welfare and Institutions Code* and Section 49077 of the *Education Code*, IT IS HEREBY ORDERED that juvenile court records and any other information that may be in the possession of school districts, law enforcement agencies, prosecutors, county counsels, child protective service agencies, and probation departments regarding minors may be released, for governmental purposes only, to the following persons who have a legitimate and official interest in the information:

- |  |  |
|--|--|
| 1. The minor   | 17. All juvenile justice citizens advisory boards  |
| 2. The minor's attorney  | 18. All state central information registries   |
| 3. The minor's parents or guardians  | 19. All coroners   |
| 4. Foster parents  | 20. All victims may receive information from law enforcement agencies, probation departments, or the prosecutor to enable them to pursue civil remedies. These same agencies may release information to identifiable potential victims that a minor constitutes a threat to their person or property. They may release the name, description, and whereabouts of the minor and the nature of the threat toward the potential victim. |
| 5. All district attorneys' offices   |  |
| 6. All law enforcement agencies  |  |
| 7. All county attorneys  |  |
| 8. All school districts  |  |
| 9. All probation departments   |  |
| 10. All public welfare agencies  |  |
| 11. All youth detention facilities   |  |
| 12. All corrections departments  |  |
| 13. Authorized court personnel   |  |
| 14. All courts   |  |
| 15. Treatment or placement programs that require information for placement, treatment, or rehabilitation of minors | All information received by the authorized recipients listed above may be further disseminated only to other authorized recipients without further order of this court.  |
| 16. All multidisciplinary teams for abuse, neglect, or delinquency   |  |

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Date

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Presiding Judge, Juvenile Court



**SAMPLE**

**Court Order  
Authorizing School–Probation  
Information Exchange**

State of \_\_\_\_\_, Superior Court

County of \_\_\_\_\_, Juvenile Court

ORDER OF THE JUVENILE COURT AUTHORIZING RELEASE AND EXCHANGE OF INFORMATION  
BETWEEN SCHOOL DISTRICTS AND PROBATION OFFICIALS

Pursuant to the authority vested in the Court by sections 827 and 828 of the *Welfare and Institutions Code* and Section 49077 of the *Education Code*, IT IS HEREBY ORDERED that the Probation Department of \_\_\_\_\_ County and all school districts in \_\_\_\_\_ County shall release information to each other regarding all minors and students under their supervision. Information that may be helpful in providing juvenile court educational placements and in increasing school safety and other legitimate official concerns of both agencies shall be shared by both agencies. Such information shall include, but is not limited to, academic, attendance, and disciplinary records; arrest and dispositional data; names of minors on probation and their assigned probation officers; and names of minors attending individual schools and their assigned teacher, counselor, or other appropriate adult contact at the school site.

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Presiding Judge, Juvenile Court*

**SAMPLE**

**SUPERIOR COURT OF THE STATE OF CALIFORNIA  
IN AND FOR THE COUNTY OF \_\_\_\_\_  
SITTING AS THE JUVENILE COURT**

**Miscellaneous Order**

WHEREAS, pursuant to sections 827 and 828 of the California *Welfare and Institutions Code* and Section 49077 of the *Education Code*, the Court may authorize the disclosure of juvenile offender information and juvenile pupil information, respectively; and

WHEREAS, Article 1, Section 28(c) of the California Constitution likewise establishes the right of students and staff in kindergarten through grade twelve to “campuses which are safe, secure, and peaceful”; and

WHEREAS, youth gangs clearly imperil the safety of both students and campuses; and

WHEREAS, the Court has been informed that concerns about “confidentiality” often have hampered or prevented communication among educators, law enforcement officials, district attorney, and probation personnel; and

WHEREAS, the lack of communication among the various professionals dealing with the same child impedes the solving and prosecution of crimes, as well as the evaluation and placement of juveniles who have committed crimes, and thus deprives educators of information needed to ensure safer schools;

THEREFORE, IT IS ORDERED, that all school districts in \_\_\_\_\_ County, all police departments in \_\_\_\_\_ County, and \_\_\_\_\_ County District Attorney may release information to each other regarding any minor when any person employed by such department, office, or school district indicates that there is a reasonable belief that this minor is a gang member or at significant risk of becoming a gang member.

*Dated this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.*

\_\_\_\_\_  
*Presiding Judge, Juvenile Court*

**SAMPLE** TO BE PRINTED ON AGENCY LETTERHEAD OR WITH COMBINED NAMES/LOGOS OF ALL PARTICIPATING AGENCIES

## Interagency Request for Case Information

Information requested by \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_

Mail to \_\_\_\_\_ Telephone \_\_\_\_\_

Needed by (date) \_\_\_\_\_

Supervisor's name \_\_\_\_\_ Telephone \_\_\_\_\_

Minor/student's name \_\_\_\_\_

Minor/student's address \_\_\_\_\_

Telephone \_\_\_\_\_ Birth date \_\_\_\_\_

School \_\_\_\_\_ Grade level \_\_\_\_\_

Parent/guardian's name \_\_\_\_\_

Parent/guardian's address, if different from that of minor or student

\_\_\_\_\_

Telephone \_\_\_\_\_

**SAMPLE****Request for Confidential Information**

Check the requested information from the appropriate agency.

**SCHOOLS**

- ☐ Attendance
- ☐ Discipline
- ☐ Academic achievement
- ☐ Current progress
- ☐ Special program placement
- ☐ *Please call me*

**PROBATION**

- ☐ Terms and conditions
- ☐ Current progress
- ☐ Arrest/disposition
- ☐ *Please call me*

**DISTRICT ATTORNEY**

- ☐ Case conferences
- ☐ Progress of case
- ☐ Court rulings
- ☐ Victim/witness information
- ☐ *Please call me*

**LAW ENFORCEMENT**

- ☐ Arrest history
- ☐ Diversions
- ☐ Field interviews
- ☐ Family arrest history
- ☐ Gang involvement
- ☐ *Please call me*

**CHILD PROTECTIVE SERVICES**

- ☐ Abuse/neglect data
- ☐ Current progress
- ☐ Service plans
- ☐ *Please call me*

**INTERAGENCY TEAM**

- ☐ Petitions filed
- ☐ Profiles/reports
- ☐ Service plans
- ☐ Current progress
- ☐ *Please call me*

**SAMPLE****Consent to Release Confidential Information**

I (child's parent or guardian), \_\_\_\_\_, hereby give the (agency's name) \_\_\_\_\_ my consent to obtain confidential medical, psychological, drug and alcohol treatment, mental health, other treatment, and educational information from and exchange such confidential information with my child's physician, psychologist or counselor, social worker, probation officer, and/or school officials. I understand that this information will be used by the juvenile court and the (agency's name) \_\_\_\_\_ to provide necessary services and treatment as long as my child is under the jurisdiction of the juvenile court or I am or my child is under the supervision of (agency's name) \_\_\_\_\_.

\* \* \* \* \*

Minor's date of birth \_\_\_\_\_

Minor's current school or last school, if not presently enrolled \_\_\_\_\_

Minor's physician \_\_\_\_\_

Minor's counselor(s), psychologist, or psychiatrist \_\_\_\_\_

Minor's social worker \_\_\_\_\_

Minor's probation/parole officer \_\_\_\_\_

Parent's/guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

**SAMPLE****Juvenile Traffic Court Orders**

\_\_\_\_\_ County Superior and Municipal Courts

## JUVENILE TRAFFIC

Address \_\_\_\_\_ Phone \_\_\_\_\_

Regarding \_\_\_\_\_ Case number \_\_\_\_\_

Upon a hearing conducted in accordance with Section 257 of the *Welfare and Institutions Code*, the above named minor was found to have violated section(s) \_\_\_\_\_ of the \_\_\_\_\_ *Code*. It has been ordered by the Juvenile Traffic Hearing Officer per Section 258a of the Juvenile Court Law (*Welfare and Institutions Code*) that the minor is to do the following:

**PAY A FINE OF \$**\_\_\_\_\_

\$\_\_\_\_\_ will be suspended on the following conditions:

- n Enroll in school by: \_\_\_\_\_
- n Show proof of academic progress by: \_\_\_\_\_
- n Show proof of regular school attendance through: \_\_\_\_\_
- n Obey all school orders and contracts with school officials
- n Complete \_\_\_\_\_ hours of community service
- n Other \_\_\_\_\_

**\*\*ALL ORDERS ARE TO BE COMPLIED WITH AND PROOF SHOWN BY \_\_\_\_\_ \*\*\***

CASE CONTINUED TO \_\_\_\_\_ FOR SUBSEQUENT PROGRESS REPORT FROM SCHOOL COUNSELOR/TEACHER OR FOR FURTHER CONSIDERATION BY THE COURT.

Be advised that the Juvenile Traffic Hearing Officer retains jurisdiction over this matter until all orders have been fully complied with. The minor's privilege to drive or to obtain a license to drive will be suspended along with additional fines and penalties for failing to obey court orders.

Minor and parent must report to school official within one week from the court appearance, or Juvenile Traffic Court will be advised of failure to appear.

---

*Traffic Hearing Officer*

---

*Date*

---

*Minor*

---

*Date*

---

*Parent*

---

*Date*

**SAMPLE** TO BE PRINTED ON SCHOOL LETTERHEAD

## Principal's Letter to Judge

Date \_\_\_\_\_

Judge \_\_\_\_\_

Juvenile Court

Address \_\_\_\_\_

Dear Judge \_\_\_\_\_:

Please accept our school community's appreciation of your support of our safety efforts. Your strong stand in ticketing students for fighting at school has resulted in a significant reduction in suspensions and fighting at \_\_\_\_\_ (school) \_\_\_\_\_. The positive change is very noticeable to the staff and the community.

We believe that our partnership helps students realize the seriousness of any physical violence, and the result is an improvement of the safety on our campus. Our off-campus suspensions for this year have been reduced by more than \_\_\_\_\_ percent.

We appreciate your support and look forward to working with you in the future. If we can be of any assistance here at the school, please contact me.

Again, thank you for your continued assistance with our safety efforts at \_\_\_\_\_ (school) \_\_\_\_\_.

Respectfully,

(name) Principal

cc: District and/or county superintendent of schools



## Appendix E. Outsiders and Other Interference

Although bullying is a big problem on school campuses, many schools perceive unauthorized outsiders on campus as one of the most time-consuming and annoying criminal problems they face. The laws restricting such persons from schools are complex, making it difficult for school staff and police to enforce them. Most of the laws require proof that the nonstudent intends to disturb, disrupt, or interfere with school activities—an intention that is often difficult to establish (see *PC* 626.2, 626.4, 626.6, 626.8, 627–627.10, 627.7(a); and *EC* 32211). Many statutes specifically require administrators to request an intruder to leave the campus. If the intruder refuses to leave or returns within seven days of the original order to leave, he or she may be arrested for a criminal offense.

If a school has a constant problem with outsiders entering the campus or loitering at the perimeter of the campus, it is best to call a meeting with law enforcement personnel and a representative

of the district attorney's office to discuss the situation. The group should agree on which statute pertaining to trespassing or disruption will be used to cite offenders. School staff and law enforcement staff should be carefully trained to recognize when an offense falls within the scope of the statute. By working together as an inter-agency group on a tough enforcement and prosecution program, the staff of both agencies can alleviate the frustration of dealing with school trespassers. In addition to receiving a fine or time in custody, all offenders should be placed on probation with terms and conditions that require those persons to stay away from the school. Proving that a court order has been violated is usually far simpler than proving that elements of the trespass statute itself have been violated. The offender is then subject to further punishment. A strong message will be sent to those offenders that their misbehavior will no longer be tolerated.

## Appendix F. Suspension, Expulsion, and Involuntary Transfer

The federal Gun-Free Schools Act states that a local educational agency (LEA) *must* expel a student for a period of at least one calendar year if that student brought a firearm of any type to school. *Education Code* sections 48900 et seq. state that a pupil may be removed from his or her school setting through suspension, expulsion, or involuntary transfer to a continuation school, opportunity program, or county community school if he or she commits any offense related to school activities or attendance involving the following acts or offenses:

- Physical injury of another person
- Drug or alcohol offense
- Theft
- Tobacco use
- Weapons possession
- Robbery (or attempts)

- Extortion (or attempts)
- Disruption/defiance
- Receipt of stolen property
- Obscene acts, profanity
- Sexual harassment
- Gang behavior
- Hate-motivated behavior

Because the governing board can deny enrollment to a pupil expelled from another school district (if the pupil poses a potential danger to others), schools should develop a system of documentation so that subsequent school sites receiving disruptive students will have the necessary information for suspension, expulsion, denial of entrance, or other necessary actions (see *EC* 48915.1). Figure F-1 contains a comparison of the three offenses and the consequences.

**Figure F-1 Comparison of Offenses Related to School Activities**

	<i>Definitions</i>	<i>Who must act</i>	<i>Length of action</i>	<i>Due process steps</i>
<b>Suspension</b>	Short-term removal of a pupil from ongoing instruction at a school for adjustment purposes. May be used only when other means fail to bring about proper conduct, except for specified offenses or safety concerns. Does not include reassignment to classes at the same school for the student's normal schedule, referral to an adviser, or removal from a class during the period ( <i>EC</i> 48900, 48900.5, 48910, 48915, 48925).	Principals or superintendents (or their designees) and teachers ( <i>EC</i> 48900, 48910, 48911[g][i]).	By principals or superintendents (or their designees): 5 days per offense; may be up to 20 days/year (30 with a disciplinary transfer); balance of semester for continuation pupil, with board's approval ( <i>EC</i> 48903, 48912.5). By teacher: remainder of day and the next day from teacher's class ( <i>EC</i> 48910). May request parent/guardian to attend class with student ( <i>EC</i> 48900.1).  For special education students, there is a maximum of 10 days ( <i>Honig v. Doe, supra</i> ).	1. Conduct informal conference with pupil, referring school employee, and principal (or designee) or superintendent ( <i>EC</i> 48911). 2. Tell pupil reasons for discipline and allow pupil an opportunity to present his or her side ( <i>EC</i> 48911). 3. Contact parent/guardian by telephone and in writing ( <i>EC</i> 48911). 4. Report suspension to the governing board or superintendent according to board policy ( <i>EC</i> 48911). 5. Request conference with parent/guardian and school ( <i>EC</i> 48911).

Figure F-1 (Continued)

	<i>Definitions</i>	<i>Who must act</i>	<i>Length of action</i>	<i>Due process steps</i>
<b>Expulsion</b>	Long-term removal of a pupil from the school district by action of the governing board, which may suspend the expulsion with specified conditions (EC 48918, 48915, 48925). For special education students, there must be a preexpulsion IEP ( <i>Honig v. Doe</i> , 484 U.S. 305 [1988]; EC 48915.5).	Principal or superintendent (or designee) <i>must</i> recommend expulsion if pupil causes physical injury; possesses a firearm, knife, or explosive; sells drugs; or robs or extorts others. <i>Must</i> report reasons in writing if expulsion is considered inappropriate; however, a pupil in possession of a firearm <i>must</i> be expelled (EC 48915). Board makes final decision to expel or suspend expulsion (EC 48915).	Until governing board permits readmission (EC 48915.1, 48916). An LEA may not expel any special education pupil if the misconduct is related to the pupil's disability ( <i>Honig v. Doe</i> , supra; EC 48915.5).	<ol style="list-style-type: none"> <li>1. Hearing is to be held within 30 school days of act unless governing board meets less than weekly, in which case 40 school days are allowed (EC 48918).</li> <li>2. Give pupil written notice, facts, and charges, and copy of specific rule violation; advise of right to be present, have counsel, copy documents, confront and question witnesses, present evidence, and obtain a record of the hearing (EC 48918).</li> <li>3. Board determines whether pupil is expelled after board hearing or recommendation from panel or hearing officer (EC 48918).</li> <li>4. Expulsion decision must be based on substantial evidence relevant to the charges adduced at the hearing (EC 48911).</li> <li>5. Deliberation is held in closed session, but decision to expel is made public (EC 48918).</li> <li>6. Pupil must be advised that he or she may appeal to the county board of education. Due process rules on appeal are extremely technical. County board's decision is final (EC 48918–48924).</li> </ol>
<b>Involuntary transfer</b>	Transfer to a continuation school or opportunity program or class for a pupil who has irregular attendance or who is truant or disruptive (EC 48432.5, 48637).	Principal (or designee), for transfer to continuation school district or county screening committee for transfer to opportunity program or class or county community school (EC 1980, 48432.5, 48637.1, 48637.2).	Until end of the semester following the semester during which the acts leading to the transfer occurred or as specified under required placement review (EC 48432.5).	<ol style="list-style-type: none"> <li>1. Pupil and parent are notified of proposed involuntary transfer in writing. Parent/guardian/pupil may request appeal with superintendent (or designee) (EC 48432.5, 48637).</li> <li>2. At a meeting, pupil and parent are informed of facts and reasons for transfer; they may inspect documents, question witnesses, and present their own evidence (EC 48432.5, 48637).</li> <li>3. Written decision must give reasons for transfer (based on EC 48900, truancy, or irregular attendance) and notice of any review process (EC 48432.5, 48637).</li> <li>4. County community school requires decision by school attendance review board (EC 1981.2[b], 48432.5).</li> </ol>

## Appendix G: Safe School Surveys

### Safe School Questionnaire 1

#### The School's Physical Environment: A Physical Security Survey

**Directions:** This list was developed to guide the safe school committee's evaluation of the essential elements of the school's physical safety. After completing this assessment, record particular physical safety issues on Work Sheets 4-2, "Review Matrix," and 4-3, "Summary Sheet—Areas of Desired Change and Action."

	<i>OK</i>	<i>Concern</i>
<b>School location</b>		
1. Our school is visible from neighboring homes, businesses, and roadways.	_____	_____
2. There are no commercial activities in the immediate vicinity of the school that would adversely affect the school environment.	_____	_____
3. There are no businesses near the school that draw students from the campus or attract people who pose a threat to the students.	_____	_____
<b>School grounds</b>		
4. All entries to our campus are properly secured.	_____	_____
5. Security and local police have vehicle access to the campus at all times.	_____	_____
6. Gates and door locks are accessible to police and fire personnel during emergencies.	_____	_____
7. Local police are familiar enough with the campus to assist staff during emergencies or with visitor control.	_____	_____
8. Field areas are fenced to prevent access by unauthorized vehicles and persons.	_____	_____
9. School building areas are fenced separately from play areas to prevent intrusion during nonschool hours.	_____	_____
10. The entry of visitors and outsiders onto the campus is controlled.	_____	_____
11. There are signs at all entry points listing regulations and trespass laws.	_____	_____
12. Visitors' entrances are clearly designated.	_____	_____
13. The school grounds are clean.	_____	_____

	<i>OK</i>	<i>Concern</i>
<b>School grounds (Continued)</b>		
14. The grounds are free of rocks and gravel or other debris that might be used to vandalize the school property.	_____	_____
15. The school-site design facilitates supervision (i.e., all gathering areas are clearly visible).	_____	_____
16. Parking areas are visible from occupied building areas.	_____	_____
17. Bicycles are stored in secured areas during school hours.	_____	_____
18. Curbs around drives or parking areas are square in style to discourage the access of unauthorized vehicles to the grounds or building areas.	_____	_____
19. All necessary barriers exist to prevent the access of unauthorized vehicles to the campus.	_____	_____
20. There is a clear policy on maximum lighting overnight or no lighting (lights out) on the campus.	_____	_____
21. Exterior lighting is properly directed and bright enough to illuminate the necessary areas.	_____	_____
22. Lights are equipped with break-resistant lenses.	_____	_____
23. Damage caused by graffiti, broken glass, and other acts of vandalism is immediately repaired (before school opens).	_____	_____
<b>School buildings/classrooms</b>		
24. The building design facilitates supervision (i.e., all areas in and around buildings are easily visible to staff and supervisors).	_____	_____
25. The school consults regularly with a locksmith and the police regarding building security.	_____	_____
26. All door and window locks have been checked recently to see whether they comply with updated crime prevention strategies.	_____	_____
27. There is a key-control system.	_____	_____
28. Locks on all exterior doors to high-risk areas are dead bolts.	_____	_____
29. All exterior doors have solid cores.	_____	_____
30. No exterior doors can be opened by breaking out nearby glass and reaching in.	_____	_____
31. All exterior doors open inward.	_____	_____
32. Ground-floor windows have extra security precautions.	_____	_____
33. Break-resistant glass is used, especially in high-risk areas.	_____	_____

	<i>OK</i>	<i>Concern</i>
<b>School buildings/classrooms (Continued)</b>		
34. Large windows have been replaced with smaller windows.	_____	_____
35. There are no sliding or casement windows that can be easily forced open on campus buildings.	_____	_____
36. Graffiti-resistant paint is used on buildings.	_____	_____
37. Signs use painted lettering or engraved lettering only.	_____	_____
38. Roofs are accessible only by ladder.	_____	_____
39. Roofs are fire retardant.	_____	_____
40. Buildings and classrooms have adequate communication systems (telephones, intercoms, and so forth).	_____	_____
<b>Internal security: school alarms</b>		
41. Buildings are fitted with fire alarms and automatic fire-control sprinklers.	_____	_____
42. Facilities have been inspected recently by fire prevention personnel to detect possible code violations or to make fire prevention suggestions.	_____	_____
43. A burglar-alarm system is installed and integrated throughout the campus.	_____	_____
44. The alarm system(s) is easily used by the staff.	_____	_____
45. The capabilities and limitations of the alarm system are understood by all.	_____	_____
46. The alarm system(s) is regularly maintained and tested.	_____	_____
47. Police, security, and fire departments are alerted by the alarm system(s).	_____	_____
<b>Internal security: school property</b>		
48. There is an up-to-date inventory (either written or computerized) of equipment and valuable property.	_____	_____
49. Property is inventoried on videotape for easy identification.	_____	_____
50. Equipment is engraved with the school name and school property identification number.	_____	_____
51. Valuables and equipment are properly secured.	_____	_____
52. School files and records are kept in a fireproof safe or storage area.	_____	_____

Other physical/environmental concerns:

*Thank you for your help.*

## Safe School Questionnaire 2

### Our School's Safety (Questionnaire for Adults)

**Directions:** As a part of the safe school committee's efforts to develop a safe school plan, we are seeking your opinion of the school. Indicate your opinions by circling one number to the right of each item. Do *not* put your name on this form.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. There are few locations near campus that encourage crime.	1	2	3	4	5
2. The effects of vandalism on campus are quickly repaired.	1	2	3	4	5
3. The school buildings are free of hazards that might cause accidental injury.	1	2	3	4	5
4. Staff use standard definitions and procedures to identify school crime.	1	2	3	4	5
5. The principal seeks comments from students and staff before making important decisions.	1	2	3	4	5
6. The school has adequate resources to help students in emergencies.	1	2	3	4	5
7. Every effort is made to use all class time for instructional activities and lessons.	1	2	3	4	5
8. Many parents are actively involved in school matters and decision making.	1	2	3	4	5
9. Everyone shares a feeling of wanting the school to change and grow in positive ways.	1	2	3	4	5
10. Students and staff have a sincere concern about each other.	1	2	3	4	5
11. The rules and expectations are clear and well known to everyone at school.	1	2	3	4	5
12. The rules and regulations are written and posted throughout the school (handbook distributed).	1	2	3	4	5



	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
13. The people at this school value learning and want to learn new skills.	1	2	3	4	5
14. Instructional time is used productively by students and teachers.	1	2	3	4	5
15. The consequences of violating school rules are fair and known to all and are applied consistently.	1	2	3	4	5
16. The rewards used at the school are appropriate and meaningful.	1	2	3	4	5
17. Positive behavior is acknowledged frequently. Students and staff feel appreciated.	1	2	3	4	5
18. The school is well protected from potential crime or vandalism.	1	2	3	4	5
19. The school is well maintained and a pleasant place in which to spend time.	1	2	3	4	5
20. The classrooms are well maintained and inviting places in which to learn.	1	2	3	4	5
21. Law enforcement personnel are involved in campus activities in nonenforcement roles.	1	2	3	4	5
22. The procedures used to make decisions at school are well known to students and staff.	1	2	3	4	5
23. There are clear procedures to deal with emergencies.	1	2	3	4	5
24. Every attempt is made to place students in heterogeneous classes, except for mathematics and reading.	1	2	3	4	5
25. Many students participate in school events.	1	2	3	4	5
26. In this school almost everyone can be trusted, and students and staff feel physically and psychologically safe.	1	2	3	4	5
27. Students and staff feel it is their responsibility to improve this school.	1	2	3	4	5
28. School rules and expectations are realistic, practical, fair, and relevant to the students and staff.	1	2	3	4	5

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
29. There is a tone of high moral standards, positive messages, and high expectations of everyone at this school.	1	2	3	4	5
30. Everyone at this school can be successful.	1	2	3	4	5
31. Disciplinary practices focus on the causes of problems and provide problem-solving procedures, rather than just punitive reactions.	1	2	3	4	5
32. At this school it is everyone's responsibility to see that school rules are followed.	1	2	3	4	5
33. People at this school receive public recognition for their good efforts.	1	2	3	4	5
34. Few conditions on campus could cause accidental injury.	1	2	3	4	5
35. The school buildings are in good condition.	1	2	3	4	5
36. The classrooms have adequate space for the student-teacher ratio.	1	2	3	4	5
37. The community uses the school during nonschool hours.	1	2	3	4	5
38. Students and staff are allowed to make decisions and choices whenever appropriate.	1	2	3	4	5
39. The principal provides leadership in curriculum development.	1	2	3	4	5
40. Every effort is made to encourage cooperation among students in the classroom.	1	2	3	4	5
41. There is clear coordination between the school and other public agencies, such as the police, county juvenile probation officers, and county mental health personnel.	1	2	3	4	5
42. Students, staff, and parents feel personally responsible for what happens at school.	1	2	3	4	5
43. Everyone's racial and ethnic heritage is respected at this school.	1	2	3	4	5
44. The entire school community participates in developing behavioral expectations.	1	2	3	4	5

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
45. The people at this school believe it is important to be productive.	1	2	3	4	5
46. Academic expectations are clear and positive for all students.	1	2	3	4	5
47. There are clear procedures for reporting all criminal behaviors to law enforcement agencies.	1	2	3	4	5
48. The principal and staff show respect, consideration, and sensitivity to students and parents.	1	2	3	4	5
49. The principal is highly visible on campus and is available to all members of the school community.	1	2	3	4	5
50. Equipment is inventoried and engraved for easy identification.	1	2	3	4	5
51. Classrooms are orderly and focused on instruction.	1	2	3	4	5
52. Parents and volunteers are recruited as monitors.	1	2	3	4	5
53. Parents, teachers, and community members are encouraged to participate in school activities.	1	2	3	4	5
54. Students and staff work together, with a minimum of favoritism shown.	1	2	3	4	5

**Please make any comments you may have about our school's safety in the space below.**

*Thank you for your help.*

## Safe School Questionnaire 3

### Our School's Safety (Questionnaire for Students)

Grade level: \_\_\_\_\_

**Directions:** The safe school committee wants to determine how safe you feel on campus. We also want to hear about the things at school that you feel are unsafe and how they can be made safer. Give *only* your grade level.

Please express your opinions about this school by circling only *one* number for each statement.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. There are no places near this school that scare me.	1	2	3	4	5
2. They take good care of the schoolyard.	1	2	3	4	5
3. There is a lot of space in the classrooms at this school.	1	2	3	4	5
4. There are law enforcement officers who work here on campus.	1	2	3	4	5
5. When students at this school have an emergency, someone is there to help.	1	2	3	4	5
6. Teachers at this school let me do projects and assignments with other students in the class.	1	2	3	4	5
7. I really want this school to be "the best."	1	2	3	4	5
8. I feel that I belong in this school.	1	2	3	4	5
9. I work very hard in all my classes.	1	2	3	4	5
10. When students break rules, they all receive the same treatment.	1	2	3	4	5
11. I feel safe at this school.	1	2	3	4	5
12. The buildings at this school look in good condition.	1	2	3	4	5
13. Strangers do not come to and go from school easily.	1	2	3	4	5

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
14. The principal asks students about their ideas at this school.	1	2	3	4	5
15. We do not waste time in our classes at this school.	1	2	3	4	5
16. You can trust people at this school.	1	2	3	4	5
17. Everyone is expected to be his or her best at this school.	1	2	3	4	5
18. Students at this school really want to learn.	1	2	3	4	5
19. Teachers go out of their way to let me know I am doing a good job.	1	2	3	4	5
20. Only a few students get hurt in accidents at this school.	1	2	3	4	5
21. Very few accidents happen inside the buildings at this school.	1	2	3	4	5
22. Students are given many choices at this school.	1	2	3	4	5
23. My parents are involved at this school.	1	2	3	4	5
24. All students, including students of color, students with disabilities, and students of differing nationalities, gender, and sexual orientation, are respected at this school.	1	2	3	4	5
25. The school rules are listed in the classrooms and distributed around the school, and students know what the rules are.	1	2	3	4	5
26. I can be a success in school.	1	2	3	4	5
27. It pays to follow the rules and do well at this school.	1	2	3	4	5
28. Writing on walls is cleaned or painted over quickly at this school.	1	2	3	4	5
29. The classrooms at this school look very nice.	1	2	3	4	5
30. In some classes I am with students of different abilities and talents.	1	2	3	4	5

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
31. Most students get involved in school activities.	1	2	3	4	5
32. People care for each other at this school.	1	2	3	4	5
33. The rules at this school are fair.	1	2	3	4	5
34. Teachers at this school look out for troublemakers.	1	2	3	4	5
35. We learn things about ourselves and about life and other things in addition to regular subjects.	1	2	3	4	5
36. Parents often serve as hall and playground monitors at this school.	1	2	3	4	5
<hr/>					
37. Which of these things happened to you in <i>the past month</i> :					
a. I was pushed around by someone who was just being mean.				NO	YES
b. I was in a fistfight with another student.				NO	YES
c. I was robbed or had something stolen from me.				NO	YES
d. I saw a student with a knife.				NO	YES
e. I saw a student with a gun.				NO	YES
f. I saw students use drugs or alcohol on campus.				NO	YES
g. I saw students steal from the library, a classroom, or the cafeteria.				NO	YES
h. I saw someone destroy or make marks on school equipment or buildings (walls).				NO	YES
i. I was afraid of being beaten up on the way to or from school.				NO	YES
j. I was afraid of gang activity at school.				NO	YES
k. Someone threatened me with a knife or gun.				NO	YES
l. I was called names or put down by other students.				NO	YES
m. I felt rejected by other students.				NO	YES
n. I saw students smoking or chewing tobacco on campus.				NO	YES
o. I know students who came to school high on drugs or alcohol.				NO	YES

38. You probably have other ideas about how to make our school safer. Please write your ideas in the space below.

*Thank you for your help.*

## Safe School Tally Sheet

### Observation List

Responses by students and staff to questionnaires provide valuable information about the general perceptions each group has about the school. The behaviors of students and staff also provide information about each group's perceptions of school safety. For example, the students' beliefs about teacher accessibility can be assessed by counting the number of student-initiated meetings with teachers. The following list of behaviors or conditions may be assessed through observation. The school planning committee can select or identify the particular behaviors or conditions it wants to evaluate.

#### The School's Physical Environment

1. Count the number of open classroom doors.
2. How often and when is the office door open?
3. What smell (pleasant or unpleasant) does the campus have?
4. Are student voices heard throughout the day? Are they a source of pleasure or irritation?
5. How often can music be heard on campus?
6. How many "cozy corners" can be found in classrooms and elsewhere on campus?
7. Are student collections and hobbies evident on campus?
8. Is student work displayed in public places?
9. How many classrooms have bolted-down desks?
10. How many persons in the school have master keys?
11. How many times during the day do bells ring?
12. How many graffiti are evident? How quickly do graffiti return after being removed?
13. Does the parking lot have spaces reserved for administrators?
14. How many windows have been broken this year?
15. How many toilets have been deliberately plugged this school year?
16. How many bulletin boards or display cases are empty?
17. How many display cases have not been redecorated in years?
18. How many newly planted flowers are on campus?
19. How long has it been since the school was painted?
20. How many parents and visitors comment about the appearance of the school campus?
21. How many student accidents and injuries have there been in the past year?
22. How many muddy, bare spots are on campus?



### **The School's Physical Environment (Continued)**

23. How often is broken glass found on campus?
24. What is the height of the fence surrounding the school?

### **The School's Social Environment**

1. How often do students make significant choices (in classes and in helping to run the school)?
2. How often do students seek help from school or community resource personnel?
3. How often are students involved in planning learning activities?
4. How often are students involved in planning social events?
5. How often are students involved in setting up bulletin boards or displays?
6. How often do students ask questions in class? Of their counselors? Of the principal?
7. What percentage of students are seen smiling and laughing during the school day?
8. What percentage of students play games or interact pleasantly during breaks?
9. What percentage of students carry nonrequired reading material?
10. What percentage of students are involved in extracurricular activities?
11. How many students attend optional school events?
12. How many teachers provide a variety of learning choices for students?
13. How often are teachers and staff seen listening to students?
14. What is the ratio of positive to negative comments made about students in the teachers' lounge?
15. How often do teachers and staff volunteer their own time for school activities?
16. How often do teachers and staff voluntarily stay after school to help students?
17. How many parents volunteer their help with school projects and activities?
18. How many in-service activities does the administration support each year?
19. How many educational alternatives are available?
20. How many changes in administration have occurred during the past five years?
21. What percentage of teachers have been at the school for more than five years?
22. How many threatening notes or telephone calls has the school received?
23. How many staff meeting agenda items do not deal with instruction?
24. How many staff meeting agenda items are proposed by teachers and other staff?
25. What is the talking-listening ratio of administrators and teachers at staff meetings?
26. How many items at staff meetings do students generate?
27. How many public-address announcements are made each day?

### **The School's Social Environment (Continued)**

28. How many school activities are parents invited to attend?
29. What percentage of parents come to school activities when invited?
30. How many community volunteers work in the school?
31. How many staff and students recognize the school district superintendent?
32. How often do administrators visit classrooms and attend school activities?

### **The School's Culture**

1. How many students go to the library by choice, not just for assignments?
2. What percentage of students are assigned homework each school night?
3. What percentage of students complete their daily class and homework assignments?
4. What percentage of students drops out each year?
5. What percentage of students skip class each day?
6. How many students have been arrested this year?
7. How many students have run away from home this year?
8. How many students have attempted suicide this school year?
9. How many students know the principal's name, age, likes, dislikes, and so forth?
10. How many students do not return to class after a fire drill?
11. How many students left school because of pregnancy this year?
12. How many students come to class "stoned" or under the influence of drugs or alcohol?
13. What percentage of the student body are habitual smokers?
14. How often are students encouraged to do their best?
15. How often are students told how they are doing in their classes?
16. How many students have been suspended or expelled this year?
17. How many false fire alarms have been set this year?
18. How many bomb threats have been received by telephone?
19. What percentage of the administrator's time is devoted to discipline?
20. What is the ratio of hall monitors to students?
21. How many faculty cars have been damaged in the school parking lot this past year?
22. How many times have the police been called to campus during the past year?
23. How many rules in the student handbook use the word "don't"?
24. How many staff members voluntarily eat with the students?

## Appendix H: Statutes Regarding School Safety

<i>School Safety Issue</i>	<i>Code Reference</i>
Access to juvenile court records	W&IC 825–830, 504
Access to school premises (trespassers)	PC 626, 627 et seq. EC 32211
Access to school records Family Educational Rights and Privacy Act (FERPA)	20 USC 1238(g) EC 49061–49077
Arson	PC 451, 452
Assault on school employee	PC 241.6
Assault with a deadly weapon	PC 244.5, 245, 245.5
BB guns and so forth	PC 117(b), 417.2, 417.4, 626.10
Child abuse reporting	PC 11164–11174.3
Community day schools	EC 48915.01
Community service; alternative disciplinary action	EC 48900.6
Conduct of pupils (teacher duty concerning)	EC 44807
Confidential court reports to school district superintendent and employees re drugs and serious crimes by students	W&IC 827(b)
Court terms of school attendance and required report of truancy to probation department	EC 48267
Custodian of records	5 CCR 431
Damage of property	EC 48900(f)
Destructive explosive devices	PC 148.1, 12301(a) H&SC 12000
Detention after school	5 CCR 353
Detention during recess	EC 44807.5
Discipline	EC 35291 et seq.
District liability when students not on school property	EC 44808
Dress codes	EC 3518.3

<i>School Safety Issue</i>	<i>Code Reference</i>
Drugs and alcohol	EC 48900(c); PC 308(b), 380, 381; H&SC 647(f), 11357E
Drug paraphernalia	EC 48900(j)
Duplication or possession of keys	PC 469
Educational program required for expelled students	EC 48916.1
Electronic signaling devices	EC 48901.5
Enrollment during and after period of expulsion	EC 48915.2
Expulsion—mandatory; mandatory recommendation for:	EC 48915(a), 48915(c)
Expulsion of students with exceptional needs enrolled in special education	<i>Honig v. Doe</i> , 484 USC 305 (88); EC 48915.5
False bomb report	PC 148.1
Freedom of expression	EC 48900 (j), 48907
Graffiti	PC 640.5
Grounds for suspension/expulsion	EC 48900 et seq.
Harassment of student witness	EC 48900(o)
Harassment (other)	EC 48900.4
Hate-motivated behavior	EC 200, 233, 32228, 48900.3; PC 422, 422.6, 628
Hearing required by the governing board for any new student who has been expelled elsewhere for major crimes related to weapons and controlled substances; to determine continuing danger posed by student	EC 48915.(c)
Homicide	PC 187, 192
Imitation firearm	EC 48900(m)
Injurious objects	EC 49330–49333
Notice to district attorney of nonattendance; referral to SARB	EC 48263.5
Notice to parents re truancy	EC 48260.5
Notification of law enforcement authorities	EC 48902

<i>School Safety Issue</i>	<i>Code Reference</i>
Notification to teachers of students who have violated EC 48900 (except [h]) (Failure to do so is a misdemeanor.)	EC 49079
Possession of stolen property	EC 48900(l)
Principal's responsibility for adequate certificated supervision	5 CCR 5552
Profanity, obscene acts, demeaning racial statements, vulgarity	EC 48900(i)
Pupil liability	CC 1714.1
Release of pupils to peace officer	EC 48906
Report of assault or threat by a pupil against a school employee	EC 44014
Right of public to place matters of school district on governing board agenda	EC 35145.5
Right to a safe school	California Constitution, Article I, Section 28(c)
Robbery or extortion	EC 48900(e); PC 71, 211, 212, 518, 519
Rules of discipline	EC 35291, 35291.5
Sale of "look-alike" drugs and alcohol	EC 48900(d)
Sales within 1,000 feet of school	H&SC 11353.6
School district police/security departments	EC 39672; PC 241.4, 626.9, 830.4, 1463.12; VC 165
School safety model programs, conferences, and regional teams	EC 32260 et seq.
Searches	EC 49050
Sexual assault or battery	EC 48900(n); PC 243.4, 261, 261.5, 286, 288, 288(a), 647.6
Sexual harassment	EC 48900.2
Signed statement by staff re requirements to report child abuse	PC 11166.5
Standard school crime reporting form	PC 628 et seq.
Summary of state laws for schools (requires notice to parents)	PC 626.1
Supervision, extracurricular activities of pupils	5 CCR 5531
Supervisor of attendance/apportionment, duties of	EC 48240

<i>School Safety Issue</i>	<i>Code Reference</i>
Suspension/expulsion	EC 48900 et seq.
Suspension as a last resort (consider alternatives, such as community service/school beautification)	EC 48900.5
Suspension by a teacher (only for acts stated in EC 48900)	EC 48910
Suspension due process report to governing board or district superintendent on each suspension; principal's designee defined	EC 48911(e), 48911(i)
Terroristic threats	EC 48900.7
Theft or stealing	EC 48900(g); PC 484, 487, 488
Tobacco	EC 48900(h)
Tolerance	EC 233.8
Truancy —Repeat —Habitual	EC 48260 EC 48261; PC 601 (b) EC 48262; VC 13202.7
Unauthorized outsider	PC 627.7(a)
Vandalism	PC 594
Weapons and dangerous objects	EC 48900(b); PC 244.5, 417, 653(g), 12020, 12220, 12403.7(d), 12403.8
Willful defiance or disruption of school activities	EC 48900(k)

For more information on legal codes and regulations, visit the following Web sites:

- California laws (includes links to each of the major government codes)  
<<http://www.leginfo.ca.gov/calaw.html>>
- California legislative information  
<<http://www.leginfo.ca.gov/>>
- *Law in the Schools*  
<<http://caag.state.ca.us/cvpc/lawinschool.htm>>
- Fontana Unified School District: Legal Resource  
<<http://www.fontana.k12.ca.us/burton/browse.cgi?/Legal%20Resource>>

## Juvenile Citations in Superior Court

Using a regular traffic citation, cite all persons under age eighteen years to juvenile traffic court for the following violations. (Authority: *Welfare and Institutions Code*, Section 256)

### *Penal Code*

308(b)	Receiving of (possession of) tobacco
374.3,4	Littering
415, 415.5	Disturbing the peace ( <i>PC</i> 19.8 infraction)
485	Keeping lost property ( <i>PC</i> 19.8 infraction)
490.1	Petty theft less than \$50
502(c)(6–8); 537(b)	Computer access
2.2	Loitering in vicinity of posted property
555	Trespass posted property ( <i>PC</i> 19.8 infraction)
594(a)(1)	Vandalism with liquid or paint
1.1	Possession of aerosol paint
8.8	Entering fenced property without permission
647(e)	Loitering—refusing to identify self
653(g)	Loitering—schools/other places attended by children

### *Business and Professions Code*

26658	Minor consuming alcohol
26858.5	Minor attempting to purchase alcohol
25661	Minor using or possessing false ID
25662	Minor possessing alcohol

### *Health and Safety Code*

11367(b)	Marijuana—less than 1 ounce
11532(a)	Loitering as lookout or selling narcotics

## Appendix I: Bomb Threat Forms

### Sacramento City Unified School District Bomb Threat Response

Your name \_\_\_\_\_ Location \_\_\_\_\_ Date \_\_\_\_\_

Words of caller \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time \_\_\_\_\_ a.m./p.m. Telephone \_\_\_\_\_ Ext. # \_\_\_\_\_

Name of person whom caller requested \_\_\_\_\_

I said \_\_\_\_\_

\_\_\_\_\_

WHEN will it explode? (*Record the exact words.*) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHERE is it? (*Record the exact words.*) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHAT does it look like? (*Record the exact words.*) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHO is the caller?

Name \_\_\_\_\_ Address \_\_\_\_\_

Telephone \_\_\_\_\_ Organization \_\_\_\_\_

Other statements (*Record the exact words.*)

Time caller hung up \_\_\_\_\_ a.m./p.m.



## Bomb Threats: The Decision-Making Process

Professional judgment and experience are essential in evaluating whether a bomb threat is genuine. Each incident will need to be evaluated independently. Examine each fact and consider the incident as a whole before rendering your decision.

### Levels of Concern

Generally, three degrees of concern exist and warrant the following actions:

**Cold.** The caller is not taken seriously because of one or more of the following reasons:

- Caller's statement.
- Caller's behavior.
- Immature voice, indicating that a child is making the threat.
- Short statement—caller then hangs up.

Evacuation of the school is not deemed necessary.

**Warm.** The threat is serious enough to merit investigation for the following reasons:

- Caller provides some information about the device.
- Caller's voice and tone elicit some concern.

Use a secret code that alerts teachers to check their areas for unidentified objects. Send teams to search their geographical areas. Notify the police/sheriff, using the nonemergency numbers (SPD 264-5471, SSD 874-5115).

**Hot.** The caller is serious and you must act immediately for the following reasons:

- Caller is convincing and sounds as if he or she knows what he or she is doing.
- Caller provides a lot of information.
- Caller describes the bomb, its location, and the type of explosive used.
- Caller gives a reason for planting a bomb.

Evacuate the school immediately and notify the police by calling 911.

## Sacramento City Unified School District

**Bomb Incident Plan**

Making a bomb threat is a crime in the state of California and must be reported. If officers respond, they will make a report at the scene. If you have decided to treat the threat as a hoax, you still need to call in and report the threat. Please call the local law enforcement non-emergency number (Sac PD is 264-5471; Sheriff is 874-5115) to report if you have received a bomb threat. Notifying the authorities is important. If there are multiple hoax reports at certain locations, the police will attempt to locate and trace the telephone calls responsible for those threats.

The principals of each school should hold a meeting with the faculty and staff to discuss the Bomb Incident Plan. The principal or his or her designee is responsible for evacuating the school. The key to handling any kind of a bomb threat is a very small amount of preparation, training, and practice. With this commitment, a bomb incident can be handled very well and without incident. Without it, a bomb threat can be a disaster.

**Receiving a Bomb Threat Telephone Call**

- Always have a Bomb Threat Report Form near call-taker stations.
- Listen closely to the voice (male or female), voice quality (calm, excited), accents, and speech impediments. Immediately after the caller hangs up, report the threat to the person designated by the administration to receive such information.
- Fill out the Bomb Threat Report Form as the caller is speaking.
- Report the information immediately to the police department.
- Remain available because law enforcement personnel will want to interview you.

- When a written threat is received, save all materials, including the envelope or container. Once the message is recognized as a bomb threat, further handling should be avoided. Every possible effort must be made to retain such evidence as fingerprints, handwriting or typewriting samples, paper, and postal marks. These items will prove essential in tracing the threat and identifying the writer.
- Although written messages are usually associated with generalized threats or extortion attempts, a written warning of a specific device occasionally may be received. It should never be ignored.

**Decision Time**

There are three alternatives in handling a bomb threat:

1. Ignore the threat.
2. Search and evacuate, if warranted.
3. Evacuate immediately.

**The Search**

It is imperative that personnel involved in a search be instructed that their *only* mission is to search for and report suspicious objects. Under no circumstances should anyone move, jar, or touch a suspicious object or anything attached to it. The removal or disarming of a bomb must be left to the professionals in explosive ordinance disposal.

Each faculty should have designated searchers who report to the Incident Commander. Each searcher will be responsible for a geographic area of the school and should be very familiar with the things that do and do not belong in this area. If the school is evacuated and the searchers complete their task and report to the Incident Commander that no device was found, then the next decision is to search further or resume school. If, however, the searchers do report one or more

unusual objects, such as suitcases, packages, or briefcases that do not belong in their specific area, the next step would be to report the incident to the police.

The location of the device needs to be ascertained first. The local police have access to dogs that can sniff out explosives. If you believe that the bomb threat is a serious threat, evacuate the area and call the police by dialing 911. If you feel that the threat is possible but not probable, the single biggest help you can provide to law enforcement is to locate—but not move—the device.

Bombs can be constructed to look like almost anything and can be placed or delivered in any number of ways. The probability of finding a bomb that looks like the stereotypical bomb is almost nonexistent. The only common denominator that exists among bombs is that they are designed or intended to explode.

Most bombs are homemade and are limited in their design only by the imagination of, and the resources available to, the bomber. Remember, when searching for a bomb, suspect anything that looks unusual. Let the trained bomb technician determine what is or is not a bomb.

With the use of pagers and cell phones all around us, a bomb that is sensitive to RF energy would probably have detonated already. Hand-held radios should be used on campus. A communications network is needed to make an effective search. However, specific directions should be given to all search personnel to refrain from using radios near anything they deem to be suspicious. If a suspicious object is found, use this common-sense rule: *If you can see a bomb, it can “see” you.*

If the police have been called, assign someone to escort the officer(s) to the Incident Commander. The officer(s) and the Incident Commander should have an immediate conference. The arrival of the police will lead to another viewing of the device or use of a dog to confirm the presence of explosives. Then a decision will be made by the supervisor or senior officer on the scene to call in the bomb squad. Once these officers have confirmed the device in place, they will make a decision how best to render the device harmless.

## Responding to Bomb Threats

It is critical to train the school staff who answer the telephone to properly handle a bomb threat call. If practical, run mock telephone drills and evaluate the information recorded by the call takers. Instruct all personnel, especially those at the telephone switchboard, in what to do if a bomb threat call is received. It is not recommended that students operate school switchboards. (This is especially true during a rash of threat hoaxes. More experienced staff should handle the phones). It is always desirable for more than one person to listen in on the call. A covert signaling system may be implemented by using hand signals, preprinted signs, or any other method that will alert a nearby worker. Bomb Threat Report Forms should be available at all call-taker locations.

A calm response to the bomb threat caller could result in obtaining additional information. This is especially true if the caller wishes to avoid injuries or death. If told that the building is occupied or cannot be evacuated in time, the bomber may be willing to give more specific information on the bomb's location, components, or method of installation.

If the individual making the threat sounds like a giggling child and does not give any specific information relative to the device itself, then you may conclude that the bomb threat is a false threat. The things that increase your awareness of the seriousness of the problem are such factors as the caller being very specific about:

- The type of device
- The type of explosives used
- The placement of the device
- The time it is going to go off
- Whether it is intended to harm people
- The motive for setting the device

One or more of these factors can be used to determine the validity of the threat. If all the criteria above are met, there is a high probability that the device is real and in place, and evacuation should be conducted immediately. The decision to evacuate the school ultimately rests with the principal.

The bomb threat caller is the best source of information about the bomb. When a telephone caller makes a bomb threat, keep in mind the following guidelines:

- Try to keep the caller on the line as long as possible. Ask him or her to repeat the message. *Record every word that is spoken by the caller.*
- If the caller does not indicate the location of the bomb or the time of the possible detonation, ask him or her for this information.
- Inform the caller that the building is occupied and that the detonation of a bomb could result in death or serious injury to many innocent people.
- Pay particular attention to background noises, such as motors running, music playing, people talking, and any other noise that may give a clue about the location of the caller.

Unfortunately, each set of circumstances has its own dynamic and special problems. These are intertwined and when looked upon as a total entity they can help you see the problem in better focus.

## The Evacuation

All teachers are required to take their attendance rosters with them during an evacuation. For a bomb threat, teachers should make a cursory inspection of their room for unidentified objects before evacuating. If a PA system is available in the school, establish a secret code

known only to the teachers. Announce this code over the PA system to signal teachers to make a quick search of their areas for unidentified objects. School locator lists (SASI printouts with emergency information) should also be taken during the evacuation. This information will be necessary for reuniting parents and students should the need arise.

## The Hoax

An important consideration for all principals must be the message that we send to threatening persons by evacuating a school. In essence, we are giving the person delivering the phony threat just what he or she wants—the disruption of school activity and continuing physical and emotional impact on the staff and students.

This is not to say that public relations considerations are not a factor in our decision-making process. We have to consider the image of the school and the relations that we have with the parents and neighbors as factors in our decision-making process. For example, if there was a destructive event at a school recently and the concerns of parents and district officials were very high, we may want to conduct a search or evacuation anyway. A cursory search or building evacuation can both be sound practices to show all concerned parties that we are taking care of the safety issues regarding children. We never want to be lulled into a sense of false security and assume that all threats are false.

## Appendix J: Ways of Incorporating Youths in Program Design and Implementation

Youths can be successfully involved in program design and implementation via the following.

### Setting Up a Youth-Friendly System

Incorporating youths in program design and implementation is possible if the system or process is friendly to youths. The following tips may be helpful:

#### Give the System Time

To involve young people effectively, plan for the program design phase to take more time than when managed only by staff. Involving young people means:

- Setting meetings at times that are convenient for them
- Preparing them to actively participate by supplying information on the agency's background, grants' objectives, and the program vision

#### Seek Opinions from a Diverse Representation of Community Young People

Establish a diverse group of students who reflect the community you are working with. Starting a Friday Night Live program is an opportunity to invite youths who have participated in past programs (youths you have established relationships with). If a program is designed for a specified community population, it is important to have community members from that population participate in all stages of program design and implementation.

### Set Meetings at Times Convenient to Youths

Meetings to design the program and events (e.g., kickoff events, retreats, and orientations) should be scheduled according to youth participants' schedules. Meetings and events need to take place outside school time in the afternoons, in the evenings, or on weekends. When scheduling, avoid hectic school times, such as final exams week and weekends of proms.

### Listen to Feedback and Be Open to Change

Inviting young people to the planning and implementation meeting means listening to what they have to say and being willing to act on their comments. Meeting together gives you an opportunity to learn from youths and for youths to learn from you. Take advantage of this opportunity by listening and being open to new ideas.

### Acknowledge Youths for Their Time and Participation

Acknowledge young people for their time, contributions, and participation in this process; be creative in acknowledging their participation. Offer to sign off on community service hours or offer incentives (e.g., give gift certificates or T-shirts, or distribute paid stipends at the end of the process).

*Note:* Adapted from suggestions by Myel Jenkins, Project Coordinator, California Friday Night Live Partnership.

## Engaging Youths

There are several ways to involve youths in program planning and implementation.

### Establish Focus Groups

Forming focus groups is one method of collecting ideas from young people when beginning program design. Focus groups are a safe way for youth participants to give feedback on their impressions of the agency that will implement the program. Youth participants may also discuss their opinions and contribute their ideas on community issues.

### Establish an Advisory Council

Establishing an advisory council of young people is another method of ensuring ongoing ideas from youths in designing and implementing the program. The advisory council can work with the agency staff in setting the vision and direction of the program. Examples of roles the council can take are as follows:

- Interviewing program staff
- Helping to lead orientations for program participants

## Hire Staff Youth Interns

Consider hiring high school-age youths and college-age youths as staff interns at the program. The role of staff interns is to help the program succeed by undertaking appropriate program tasks with support from the staff. Typical tasks may include the following:

- Contacting program participants about upcoming meetings and events
- Working on the agency or program's Web page to make it more youth-friendly
- Leading outreach activities and presentations with others

Prepare interns for success by:

- Sending them through an orientation process
- Establishing regular supervision times
- Scheduling staff meetings at times when interns are in the office

## Appendix K: Services of the School/Law Enforcement Partnership Cadre

In 1983 the California Departments of Justice and Education began the School/Law Enforcement Partnership. Its purpose is to encourage school and law enforcement agencies to establish interagency partnership programs that promote safe schools, improve student attendance and achievement, and encourage good citizenship. The Legislature and the Governor later endorsed the concept by enacting legislation (*Education Code* Section 32290), which provided funds for the School/Law Enforcement Partnership.

### What Is the School/Law Enforcement Partnership Cadre?

The School/Law Enforcement Partnership Cadre is a group of professionals who have been trained to provide free technical assistance and resource materials to schools, law enforcement organizations, and other youth-serving agencies.

### Technical and Program Assistance

Cadre members offer consulting services or materials free of charge in the following areas:

- Child abuse reporting/prevention
- School attendance review boards
- Conflict management
- School climate
- Drug and alcohol abuse prevention
- Safe school plans for SB 187
- School/law enforcement partnership

- School security/threat assessment
- Strategies for gang violence prevention
- Subcults
- Multicultural awareness
- Suicide prevention
- Parent education programs
- Truancy/dropout prevention
- Peer counseling programs/bullying
- Vandalism reduction
- Crisis response planning

### How to Obtain Services

Assistance and materials on forming partnerships are available from the cadre at no cost. To obtain services, call or write to either of the following agencies:

#### School Safety and Violence Prevention Office

California Department of Education

660 J Street, Suite 400

Sacramento, CA 95814

(916) 323-2183

<<http://www.cde.ca.gov/spbranch/safety/>>

Crime & Violence Prevention Center

#### Office of the Attorney General

California Department of Justice

1300 I Street, Suite 1150

Sacramento, CA 95814

(916) 324-7863

<<http://doj.ca.gov/cvpc>>

## Appendix L: List of Acronyms

<b>A</b>	AA	Affirmative action	CAL-ABA	California Association for Behavior Analysis
	AG	Attorney general	CAL-OSHA	California Occupational Safety and Health Administration
	AASA	American Association of School Administrators	CANHC	California Association of Neurologically Handicapped Children
	AB	Assembly Bill	CAP	California Assessment Program (or FedCAP—Federal Corrective Action Plan)
	ACSA	Association of California School Administrators	CAROCP	California Association of Regional Occupational Centers and Programs
	ADA	Americans with Disabilities Act	CASBO	California Association of School Business Officials
	a.d.a.	Average daily attendance	CASCWA	California Association of Supervisors of Child Welfare and Attendance
	AFDC	Aid to Families with Dependent Children	CASE	Council of Administrators of Special Education
	AFT	American Federation of Teachers		Council for the Advancement of Secondary Education
	AP	Advanced Placement	CAWEE	California Association of Work Experience Educators
	API	Academic Performance Index	CBEA	California Business Education Association
	ASCA	American School Counselor Association	CBEDS	California Basic Educational Data System
	ASHA	American Speech and Hearing Association	CBEST	<i>California Basic Educational Skills Test</i>
		American School Health Association	CCCenters	Child care centers
	ATE	Association of Teacher Educators	CCA	California Curriculum Alliance
<b>B</b>	BA	Bachelor of arts	CCAE	California Council of Adult Educators
	BCA	Boys Club of America	CCBE	California County Boards of Education
	BSA	Boy Scouts of America	CCC	California Community Colleges
<b>C</b>	CABE	California Association of Bilingual Education		California Conservation Corps
	CAC	<i>California Administrative Code</i>		
		California Arts Council		
	CACSS	California Association of County Superintendents of Schools		
	CAHPERD	California Association for Health, Physical Education, Recreation, and Dance		
	CAI	Computer-assisted instruction		



CCDAA	California Child Development Administrators Association	CTAP	California Technology Assistance Project
CCEA	California Community Education Association	CTBS	<i>California Test of Basic Skills</i>
CCHE	California Coordination Council for Higher Education	CTC	Commission on Teacher Credentialing
CCR	<i>California Code of Regulations</i> Coordinated compliance review	CYA	California Youth Authority
CCS	California Children's Services	<b>D</b> DAC	District advisory committee/ council
CCSSO	Council of Chief State School Officers	DARE	Drug abuse resistance education
CDA	Child days of attendance	DCH	Development center for the handicapped
CDE	California Department of Education	DHA	Department of Human Assistance
CLAD	Cross-cultural language & academic development certification	DHS	Department of Health Services Digital High School (Grants)
COE	County office of education	DOF	Department of Finance
COLA	Cost-of-living adjustment	DOJ	Department of Justice
CPS	Children's protective services	DSS	Department of Social Services
CSBA	California School Boards Association	<b>E</b> EC	<i>Education Code</i>
CSEA	California School Employees Association	ECE	Early childhood education
CHKS	California Healthy Kids Survey	EDD	(California) Employment Development Department
CISM	Critical Incident Management System	EH	Educationally handicapped
CSHA	California Speech-Language-Hearing Association	EIA	Economic impact aid
CSLA	California School Leadership Academy	EL	English learner
CSNO	California School Nurses Organization	ELD	English language development
CSPTA	California State Parent Teacher Association	EOA	Equal Opportunity Act
CSR	Class-size reduction	ERIC	Educational Resources Information Center
CSRD	Comprehensive School Reform Demonstration	ESEA	Elementary and Secondary Education Act
CSSA	California Safe Schools Assessment	ESL	English as a second language
CTA	California Teachers Association	<b>F</b> FEP	Fluent-English proficient
		FTA	Future Teachers of America
		FTE	Full-time equivalent
		FY	Fiscal year

<b>G</b>	GC	<i>Government Code</i>	<b>N</b>	NASBE	National Association of State Boards of Education
	GAIN	Greater Avenues for Independence		NEA	National Education Association
	GAO	General Accounting Office		NES	Non-English speaking
	GATE	Gifted and talented education		NSBA	National School Boards Association
	GED	<i>General Educational Development Test</i>	<b>O</b>	OCR	Office of Civil Rights
	GPA	Grade point average		OGA	Office of Governmental Affairs
	GRIP	Gang risk intervention program		OES	Office of Emergency Services
<b>H</b>	GSE	<i>Golden State Examination</i>		OJJDP	Office of Juvenile Justice and Delinquency Prevention
	HHS	Health and Human Services	<b>P</b>	PACE	Policy Analysis for California Education
	HKPO	Healthy Kids Program Office			Professional Association for Childhood Education
	HLS	Home language survey		PAL	Police Activities League
	HMB	Hate-motivated behavior		PC	<i>Penal Code</i>
	H&SC	<i>Health and Safety Code</i>		PCR	Program compliance review
	HSEE	<i>High School Exit Examination</i>		PIO	Public information office/officer
	HUD	Department of Housing and Urban Development (U.S.)		PL	Public law
<b>I</b>	IASA	Improving America's Schools Act		PQR	Program quality review
	ICS	Incident Command System		PSAA	Public Schools Accountability Act
	IDEA	Individuals with Disabilities Education Act		PTA	Parent-Teacher Association
	IQ	Intelligence quotient		PTSA	Parent-Teacher-Student Association
	IRC	Instructional resource center	<b>R</b>	RFA	Request for application
<b>J</b>	JCCS	Juvenile court and community schools		RFP	Request for proposal
				ROC	Regional occupational center
				ROP	Regional occupational program
					Regional opportunity program
				ROTC	Reserve Officers Training Corps
<b>L</b>	LD	Learning disability	<b>S</b>	RSP	Resource specialist program
	LEA	Local educational agency		SAC	School advisory council/committee
	LEP	Limited-English proficient		SARB	School attendance review board
	LES/NES	Limited-English speaking/non-English speaking		SARC	School Accountability Report Card
	LH	Learning handicapped		SAT	<i>Scholastic Assessment Test</i>
<b>M</b>	M & O	Maintenance and operations			
	MOU	Memorandum of understanding			

SB	Senate bill
SCPP	School Community Policing Program
SDFSCA	Safe and Drug-Free Schools and Communities Act
SEA	State educational agency
SELPA	Special education local plan area
SEMS	School Emergency Response System
SIP	School improvement program
S/LEP	School/Law Enforcement Partnership
SRO	School Resource Officer program
SSC	School site council
SST	Student study team

<b>T</b>	TA	Teaching assistant
<b>U</b>	UC	University of California
	USDE	U.S. Department of Education
	USD	Unified school district
		Union school district
<b>V</b>	VC	<i>Vehicle Code</i>
<b>W</b>	WASC	Western Association of Schools and Colleges
	W&IC	<i>Welfare and Institutions Code</i>